

# St Aldhelm's VA Church Primary School

*Learning together for Life in all its Fullness - John 10:10*



## Special Educational Needs and Disabilities (SEND) Policy

The Special Educational Need and Disabilities Coordinator (SENDCo) at St Aldhelm's VA Church Primary School is Claire Newman, who works closely with the named Governor responsible for Special Educational Needs and Disabilities (SEND), Haylee Wilkins. They ensure that the Special Educational Needs and Disabilities policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Equality Act (2010), the Local Education Authority and other policies within the school. Together, with the Head teacher, management teams, teachers and support staff, they work to contribute to the strategic development of the SEND policy and provision provided.

### At St Aldhelm's

Here at St Aldhelm's VA Church Primary School we want a school where the education is of the highest quality, where relationships between people help us all to learn together. With a focus on 'Learning together for life in all its fullness – John 10:10.' To help us achieve this we have long-term strategic goals. These are:

#### Learning together ...

- Provide an environment for children to become resilient, independent, collaborative, accurate and reflective, and be confident and excited for their next challenge.
- Create a supportive, inclusive culture where all staff and all children thrive and ambition is nurtured.
- Strengthen the positive partnership between school, parents, church and community.
- Continue strong governance and robust leadership throughout the school.

#### ... for life in all its fullness

- Make learning inspiring and challenging by offering a broad, exciting, relevant and outward-looking curriculum where reading is at the heart of everything.
- Ensure children progress, succeed and achieve to meet expectations and beyond.
- Understand and live a full life through the Christian values of creativity, friendship and community, service, thankfulness, perseverance and truthfulness within our distinctively Christian setting.

## **The Aims of our Special Educational Needs and Disabilities Policy**

- To work in conjunction with the Local Authority (LA) and other outside agencies to ensure that every child's educational needs are identified early.
- To ensure that the deployment of resources are designed to make sure all children's needs are met.
- To use best practice when devising interventions and forms of support, which are reviewed regularly.
- To establish a strong partnership with parents, supporting in a variety of ways - through meetings, newsletters, workshops etc.
- To respect the views of individual parents in regards to their child's particular needs.
- To take into account the views of the child.
- To work closely with all agencies concerned, to help best support the child and their parents.
- To skill our staff to ensure a high level of expertise to meet pupil need.

## **The Definitions of Terms**

Children have special educational needs and/or a disability (SEND) if they have a learning difficulty, which calls for special educational provision to be made for them.

### **What is a learning difficulty?**

- If they have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.

### **What is special educational provision?**

This means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

Section 12, Education Act 1996

### **What is meant by disabled/a disability?**

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17, Education Act 1989

A person has a disability ... if he has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Section 1, Disability Discrimination Act 1995

## **What are the areas of need?**

Here, it is the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We endeavour to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014). These areas are:

- **Communication and interaction**

- Speech Language and Communication Need (SLCN)
- Autism Spectrum Disorder (ASD)

- **Cognition and learning**

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

- **Social, emotional and mental health difficulties (SEMH)**

- **Sensory and/or physical**

- Hearing Impairment (HI)
- Visual Impairment (VI) Multi-Sensory Impairment (MSI) Physical Difficulty (PD)

*Medical needs are outlined in a separate policy.*

## **Roles and Responsibilities here at St Aldhelm's**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs, as outlined in the SEN Code of Practice (2014).

### **Governing Body**

The Governing Body, working in co-operation with the Head teacher, is responsible for:

- Determining the school's general policy and approach to provision for children with SEND.
- Establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work.
- Taking a particular interest in and closely monitoring the school's work on behalf of children with SEND through the appointment of a SEND governor.
- Reporting to parents annually on the school's policy on SEND

### **Head teacher**

The Head teacher, working closely with the school's SENDCo, is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for children with SEND.
- Regular meetings with the SENDCo to discuss and review all aspects of SEND.
- Keeping the Governing Body fully informed.

## **SENDCo**

The SENDCo, working closely with the Head teacher, senior management and teachers is responsible for:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for children with SEND in conjunction with the support and information gathered from teachers.
- Liaising with and advising fellow teachers.
- Co-ordinating the management of learning support assistants.
- Overseeing the records of all children with SEND and monitoring those kept by the class teachers.
- Liaising with parents.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

## **Teachers**

The teachers, working closely with the SENDCo, will:

- Adapt teaching and targets to suit the needs in the class, using the APDR to support planning for differentiation.
- Liaise with the SENDCo and parents about the child's difficulties, strengths, strategies being used, progress and support (Assess, Plan, Do, Review).
- Inform the SENDCo if they themselves or parents have concerns about a child.
- Update relevant documentation in order to inform, to support the child and track progress.
- Plan the targeted work and additional support for the child in conjunction with and sharing this with the SENDCo.
- Seek early advice from the SENDCo.

## **Parents**

Parents are our partners, and being a part of this partnership, we endeavour to support them in as many ways possible, so that they can best support their child's needs. Through this partnership, we support them in:

- Understanding their child's strengths as well as the areas they need further support in.
- Playing an active and valued role in their child's education.
- Having knowledge of their child's entitlement within the SEND framework.
- Making their views known about how their child is educated.
- Being a part of the school community.
- Giving access to information, advice and support during assessment and any related decision-making processes about special educational provision.

We achieve this by:

- The SENDCo being available for discussions with parents via appointments made through the school office.
- A school newsletter, which updates, informs and gives further advice to parents.
- The Assess Plan Do Review (APDR) document, where the child's journey of support is recorded.
- The school website holds all key information (School Offer, Local Offer, SEND Policy etc.), as well as links to key sources of information for parents.

- Our School Offer, which is available in full, as well as a brief outline in leaflet form. These are on the school website and available outside the school office.
- Having copies of information leaflets and events from various support groups and training opportunities for parents sent via email.

### **Children**

We feel it is essential to have child involvement whenever and wherever possible. We strive for children to have a confidence within themselves, where their views are both listened to and valued. In order to achieve this, we have:

- Children comment on the provision they receive and can make comments on their sessions or their progress.
- Pupil conferencing, where children can openly share what they feel are successes, what could be better and how this could be achieved.
- Various ways of celebrating successes and when children demonstrate key values such as perseverance.
- Learning Showcases are held every term, where children have the opportunity to share their learning with parents and carers. Here they are able to identify and celebrate their successes.
- Invested in the Jigsaw PSHE scheme of work, where children have the opportunity to learn and share information about themselves and the world around them.

### **Outside Agencies**

These services may become involved if a child continues to make little or no progress, despite considerable input and adaptations. In this situation parents would already be aware of their child's difficulties and the provision currently in place. Parental permission would be sought before outside agencies were contacted.

These services would start by gathering information from the SENDCo in a joint planning meeting or structured conversation. This meeting would be where information and the child's records would be shared in order to establish which strategies have already been employed and which outcomes have previously been set. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's Individual outcomes will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the classroom setting. The delivery of the interventions recorded in the APDR continues to be the responsibility of the class teacher.

### **Identification, Assessment and Provision**

The school will assess each child's current attainment on entry in order to ensure that they build upon the learning and experience already established.

If the child already has an identified special educational need, the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any further difficulties.
- An APDR document (previously known as an Individual Education Plan) will be

created, tailored to each individual child's needs. Realistic and SMART (specific, measurable, attainable, relevant, timely) outcomes will be set, the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and any support services involved.

- If needed, a School Entry Plan meeting will be arranged, where those involved with the child's learning and well being (from previous and new setting), will meet together to create and set outcomes to support transition.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences, to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. This will be discussed with the parents and advisors.

Further identification of pupils we believe to have a special educational need and/or disability comes about by:

- Ongoing observations and assessments.
- Outcomes from baseline assessments and diagnostic assessments.
- Their progress against key performance indicators.
- Concerns raised by the parents/carers.
- Monitoring children's progress.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers will need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

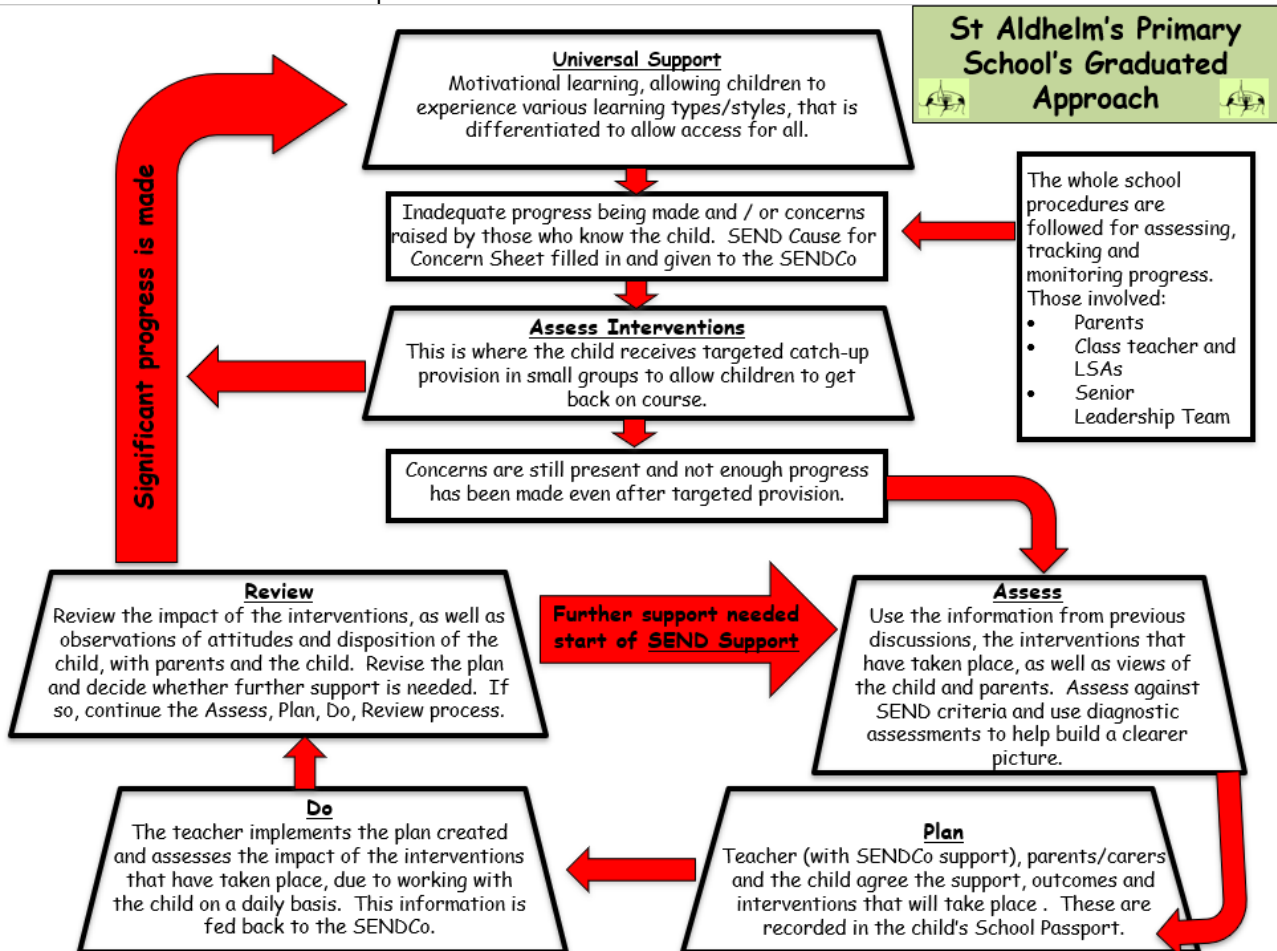
Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

## Graduated Approach

When concerns arise, we adopt a graduated approach, where we follow an assess, plan, do, review system. This ensures that children are gaining the relevant support needed in order to access the curriculum.

These outcomes will be worked upon and monitored on a day-to-day basis by the class teacher with supporting information from the learning support assistants. The SENDCo will monitor the provision overall.



Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or mental health difficulties, which are not improved by the techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.



We may also seek specialist expertise, if, as a school, we feel that our interventions are still not having an impact on the individual or further diagnostic assessments are needed. The school will record the steps taken to meet the needs of the individual child, as well as review these, through the use of our APDR document (formally referred to as an Individual Education Plan).

If we refer a child for an Education, Health and Care Plan, we will endeavor to provide all necessary and relevant information. We will provide the LA with:

- A current record of our work, strategies and resources used with the child.
- Records of regular reviews with the parents and child.
- The child's APDR, which contains their short-term targets, current and those reviewed.
- Where relevant, the child's medical history.
- Their attainment, along with assessments showing progress over time.
- Views of the parents and the child.
- Involvement and views from other professionals and services.
- Details and evidence on how we have followed advice given.

The parents of any child who is referred for an Education, Health and Care Plan will be kept fully informed of the progress of the referral. Children with an EHCP will have their needs and provision reviewed regularly in addition to the statutory annual review. When this coincides with transfer to secondary school, the SENDCo from the secondary school will be invited to the review and informed of the outcome of the review.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities, as well as experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning focuses, staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff understand how important it is to create lessons/activities that meet the varying learning styles. APDRs, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an APDR with individual targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.



## **The Assess Plan Do Review document**

Strategies employed to enable the child to progress will be recorded on our Assess Plan Do Review document (APDR).

The APDR includes information about:

- The child's views.
- The short-term outcomes set for the child, which are dated showing when they started and when they were achieved. This also includes a mini-review of that outcome.
- A record of when the outcomes have been worked on, including comments made by themselves or the adult supporting them.
- Parent's views on their child's learning and the provision that is provided.

The Assess Plan Do Review document includes the following information:

- The child's intended outcomes.
- The plan/do (provision being put in place).
- The duration.
- The ratio.
- A final evaluation.
- Next steps.

## **Allocation of Resources**

The SENDCo, in liaison with the Senior Leadership Team, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of Special Educational Needs and Education Health and Care plans.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Head Teacher, School Business Manager and the SENDCo meet annually to agree on how to use funds directly related to Education Health Care Plans, as well as how to support all SEND children.

## **Monitoring and Evaluation**

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with relevant summaries of the impact of the policy on the practice of the school. The SENDCo is involved in supporting teachers drawing up the APDR for children, giving guidance and monitoring its use. The SENDCo and the Head Teacher hold regular meetings to review the work of the school in this area. In addition, the SENDCo and the named governor with responsibility for special needs also hold regular meetings, where key points are fed back to the governing body. The SENDCo creates an annual report, where the targets and outcomes for the year are evaluated. This is available for parents to read also.

## **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school we

meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in society. We also measure and assess the impact regularly through meetings with our Senior Leadership Team, SENDCo and individual teachers to ensure all children have equal access to enable them to succeed in all subjects.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates
- Needs a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Providing to develop children's understanding through the use of all available senses and experiences.
- Providing for children's full participation in learning, and in physical activities

## **Complaints Procedure**

Parents and carers are asked to speak to the class teacher, SENDCo or the Head teacher in the first instance. If the matter is not resolved then parents should contact the SEND Governor or the Chair of Governors in writing. If following this action, the matter remains unresolved then subsequent recourse can be taken through the LA.

Reviewed and agreed by Full Governing Body

Chair: Adam Underwood

To be reviewed: September 2024